



Ombersley Endowed First School

English Policy

Subject Co-ordinator: Jayne Hobbs and Rhiannon Jordan

English Governor: Janet Pittaway

Date policy agreed: Spring 2018 **Review date:** Spring 2020

Introduction

At Ombersley Endowed First School we aim to develop the abilities of all children to communicate effectively in speech and in writing; to listen with understanding and to become enthusiastic in speech and in writing, to become enthusiastic and responsive readers so that they can cope with the language demands of adult life.

We aim to use a wide range of literature, engaging topics and reference materials, to develop self esteem of all children and an understanding and respect for all cultures alongside their own.

We liaise with services which have an impact on children's achievement in Literacy, such as Speech and Language Development services to ensure that any gap in individual outcomes is narrowed.

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing.

In teaching Literacy we aim to enable children to have:

- a positive attitude towards all aspects of Literacy
- the ability to communicate and respond effectively
- the competence to produce work of high quality
- a keen awareness of audience in all areas of Literacy, across the range of Literacy skills
- persistence and stamina
- the confidence to tackle and solve problems through the application of knowledge and use of skills

Objectives

- To provide a language rich environment that promotes a culture of reading and writing.
- To develop in children an interest and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.
- To value and use books and other texts as a basis for learning, pleasure, talk and play.

- To teach children the craft of writing in order to develop in them the confidence and skills to write well for a range of purposes and audience.
- To teach the basics - spelling, handwriting and punctuation, to liberate creativity.
- To foster, in children, the confidence, desire and ability to express their views and opinions both orally and in writing.
- To foster a sense of pride in their work and achievements.
- To value and celebrate diversity in culture and language.

Teaching and learning

At Ombersley, we follow the principles set out in the National Curriculum 2014 and the EYFS Foundation Stage.

Language and Literacy skills are taught on a daily basis from Reception to Year Four. These skills are then applied in cross curricular learning opportunities. Language and Literacy specific teaching and learning take place within a whole class setting (shared/ modelled reading and writing) and within ability-led guided reading and writing groups. Within guided groups good practice is shared and modelled as in whole class setting and the children also work independently or with a partner on set tasks. We aim for a fortnightly cycle of whole class teacher led activities followed by a weekly sequenced based around a text at a targeted level according to ability. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

In the Foundation stage pupils work towards the Early Learning Goals in Communication and Literacy.

Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning.

Speaking and Listening

At Ombersley, talk is valued and children are encouraged to communicate their ideas and to listen to and value what others have to say.

Aims

We aim to enable our children:

- To communicate effectively.
- To speak confidently and to express themselves clearly and audibly for different purposes and audiences.
- To listen attentively and respond to others, having respect for the different opinions of others
- To develop the skills needed for group discussion
- To participate in conversations, making appropriate contributions building on others' suggestions and responses.
- To participate in and respond to drama and to develop effective communication, both verbal and non-verbal, through a variety of drama activities.

- To take part in regular circle times and using talk partners throughout the curriculum.

Approaches

Speaking, listening, group discussion and drama activities are integrated into our teaching across the curriculum and are seen as fundamental to teaching and learning. In Literacy, we use teaching sequences which places a strong emphasis on speaking, listening, discussion and drama.

We use 'Talk for Writing' strategies, based on the recent work of Pie Corbett.

Reading (See also Reading Policy)

Reading is an essential life skill and high standards in reading are a particularly strong predictor of later successes. We therefore give the teaching and learning of reading a high priority. Please see our Reading Policy for further information.

Writing

As with reading, the ability to write for a range of purposes is an important life skill. At Ombersley writing occurs within the Literacy lesson and in other curriculum areas. Opportunities for talk and discussion which links directly to writing are given throughout the school.

Aims

We aim to enable our children:

- To write clearly, accurately and confidently for a variety of purposes and audiences, including word processing with ICT
- To develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively
- To understand the conventions of writing, including grammar, punctuation and spelling
- To plan, draft and edit their writing
- To feel valued as writers and to appreciate the writing of others

Approaches

In teaching writing we aim for a balance of short pieces of writing, a piece of writing generated over a sequence of lessons and, as children get older, extended writing. Children are given opportunities to write in a range of forms - fiction, non-fiction and poetry, for a variety of audience. Writing frames and other writing structure support the children in their writing where necessary. Children are also given opportunities to work collaboratively in paired and small group writing activities. Children's writing is valued and features on displays around the school. Where possible we make links to the foundation subjects, we take key texts as a stimulus and build the sequence of learning rather than 'shoe horning' texts into termly topics.

As in reading, writing is taught throughout the school through a balance of shared (whole class), guided group (ability group) and independent work.

Shared writing

Shared writing takes place within the English lesson. The teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions are characterised by teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing, where appropriate.

Guided writing

Guided writing takes place as part of the guided session within a unit of work. It takes place with a group of children with similar targets or needs. During a guided writing session the children work with a teacher or teaching assistant supporting. It is intended that guided writing develops and extends the children's writing skills. Across the school children work on the key areas of VCOP (Vocabulary, Conjunctions, Openers and Punctuation) to improve sentence level skills.

Handwriting

The cursive handwriting style is taught from Reception. The aim is to ensure all children are joining their letters by the end of Year Two. This is then consolidated throughout Key Stage Two.

Phonics, Spelling and Grammar

Read, Write, Inc. is a focused teaching strategy that teaches children how the alphabet works for reading, writing and spelling. It is taught daily in Reception and feeds into phonics teaching in Year 1 and the lower ability children in Year 2. The children are taught in groups according to their ability. Once the children have completed the phonics programme they move onto spelling sessions using resources from Get Spelling! And No Nonsense Spelling which follows a focused programme. This is carried out up to Year 4.

Pupils have regular SPAG sessions (Spelling and Grammar) each week. This is also taught as part of Literacy sessions.

Use of ICT in Literacy

ICT can support and enhance many aspects of Literacy and should be a significant part of every child's experience of learning to be literate.

ICT is used at whole class, group and independent levels. The use of interactive whiteboards enables texts to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes.

Children with Special Educational Needs and the More Able Children

Literacy lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children.

When progress in English falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Inclusion on the Special Needs register may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English. The needs of children requiring additional support for their Literacy will be discussed by the Literacy Subject Leader, Special Needs Coordinator and the class teacher.

Wave 2

Intervention strategies such as 1-1 Read, Write Inc sessions and Better Reading are used when and if they are considered appropriate for particular children.

Wave 3

Where children need a higher level of intervention support is available in line with the Special Educational Needs (SEN) policy.

More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities.

Planning and Organisation

In each year group Literacy is taught by the class teacher. Lessons are structured following the National Curriculum and are differentiated to meet the needs of the children.

We carry out the curriculum planning in English in three phases - long term, medium term and short term. Our yearly teaching programme identifies the key objectives in Literacy that we teach to each year group.

Over the year, each year group will cover a balance of Narrative, Non-fiction and Poetry text types. All units are based on a carefully chosen high quality book with supporting texts for each topic. Each Literacy plan covers outcomes for Speaking and Listening, Reading and Writing. Each plan will have a writing outcome with a particular purpose and audience in mind.

Our medium-term plans give details of the main teaching objectives for each term. These highlight the cross-curricular links and are planned with the current learning journey in mind. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and the success criteria against which progress will be assessed. These plans show differentiation where appropriate and progression over the week in specific areas, eg in phonic or sentence skills. Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are shared with teaching

assistants and are annotated and adapted in the course of a unit in response to on-going assessments.

We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan in progression, so that there is an increasing challenge for the children as they move up through the school.

At the end of each week evaluation takes place to inform further planning and teaching.

The plans are monitored on a regular basis by the Head teacher and English co-coordinator.

Assessment, Reporting and Target Setting

It is the responsibility of the class teacher to assess children's work, diagnosing strengths and weaknesses to inform future provision. The following strategies may be used in the assessment of children's literacy:

- Marking of written work (see School marking Policy)
- Written assessments - SATs, termly writing assessments, Fortnightly extended sessions, spelling tests
- Reading and Writing targets in the children's workbooks
- Questioning : whole class, group, individual
 - differentiated, targeted
 - in response to pupil' comments
 - linked to objective of the lesson
- Evaluation of speaking and listening activities
- Assessment of reading through:
 - listening to children reading aloud ie. in guided reading
 - questioning children on texts and strategies used
 - marking written responses to text
 - observation of children's group discussions and presentations.

For Reading and Writing, at the end of each half term, assessments are made using National Curriculum assessment sheets, drawing on a range of evidence to inform level judgements. These levels are then entered into the school's tracking system.

These assessments inform future planning. Each child has targets for Reading and Writing to move their learning forward.

An example of children's writing will be kept from Years R to Year Four three times a year eg. October, February, May. This will be marked and assessed and kept in the child's writing

book. Writing is moderated regularly during staff meetings to ensure levels are accurate. A portfolio of assessed writing, from these meetings, is kept by the English coordinator.

In addition, EYFS and Key Stage One teachers track children's phonic progress to confirm the phase children are working at and Year One children are assessed using the statutory Phonics Check in the summer term.

At the end of Year Two children are assessed using Statutory Assessment Tasks (SATs) to provide additional evidence to support teacher assessment.

Parents receive regular informal or verbal feedback as to their children's progress in Literacy. Each child has a reading diary to record progress in reading at home and school. The practising of spellings and other written work may be set in accordance with the Homework Policy. In addition, parents also have a termly opportunity to meet with the staff to discuss progress and to see work.

Parents receive an annual written report in the Summer Term. This includes details of their children's progress and areas for development. In addition, the Year Two SAT results and Year One Phonic Check results are reported. Parent meetings are held three times a year to inform parents of their child's progress.

Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children whose second language is English receive appropriate support as necessary.

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

Role of the Subject Leader

The coordination and planning of the English curriculum are the responsibility of the subject leaders Mrs Jordan and Mrs Hobbs who also:

- supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for English;
- evaluates the strengths and weaknesses in English and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.

In order to monitor standards and progress the following systems are in place:

- At Pupil Progress meetings six times a year the class teacher and Headteacher monitor and evaluate the progress of children in Literacy.

- The English Subject Leaders are given time to observe lessons and give oral and written feedback, and also to see children's work.
- Staff meet regularly to engage in whole school moderation.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) Miss Cartwright each half term.
- Observations are carried out by the Headteacher/English Co-ordinator at least annually.
- A named member of the school's governing body (Janet Pittaway) is briefed to oversee the teaching of Literacy. The Literacy governor meets regularly with the subject leader to review progress and learning walks are carried out.

Review

The Head teacher and staff will review this policy every two years.

Signed: C. Moore